



Enhanced Work Planning
Fundamentals Training

INSTRUCTOR'S GUIDE

WELCOME...

This is the Instructor Guide for the EWP Fundamentals training course. You will find this guide valuable in your preparation and delivery of the training.

Before you do anything else, read through this entire guide and become very familiar with it. After reading the guide, watch the accompanying video and observe how the guide and video work together. You will then be ready to go through the steps outlined below to successfully implement this course.

GOAL...

The goal of this training is to:

Train all DOE field office staff and DOE contractor personnel who participate in or are involved with the work planning process at their facility.

OBJECTIVES...

1. Describe EWP in terms of purpose and it's relationship to other DOE initiatives.
2. Discuss traditional approaches to DOE work control and discuss the benefits of enhancements.
3. Discuss the key elements EWP.

4. Discuss worker involvement in the implementation of EWP
5. Discuss successful applications of EWP at various DOE sites.
6. Identify resources available to more effectively implement and institutionalize EWP.
7. Discuss how the key elements of EWP apply to how work planning is currently done at this site.
8. Discuss performance indicators as they apply to EWP.
9. Discuss how the key elements of EWP can be applied to enhance work planning, execution and control at this site.

MATERIALS...

The following materials will be needed to implement this training.

- EWP Fundamentals Training Video
- VHS VCR and television monitor
- The Instructor Guide
- Pencils
- Handouts 1-3
- Overhead projector
- Overheads 1-5 (including overhead #4 which is an overhead of a performance indicator chart or graph from your site, see “Instructions” for more detail)
- Flip chart paper and pens
- A pre-made flipchart titled “Performance Indicators” (see “Instructions” for exact wording).


FACILITATE THE ACTIVITY...


Before you begin the training session, familiarize yourself again with the Instructor Guide. Do not read verbatim from it. Use your own words while still covering the content.


Also, read over a separate page included with this package titled “Instructions” very carefully. This page contains miscellaneous instructions for implementing the training and wording for flipcharts that you will need to develop before the training begins.


The video has three stop points where you will lead the participants through a discussion. Remember to stop the tape when prompted and start again when the discussion is over. This training will take at least one hour and maybe closer to two.


The Instructor Guide contains icons or symbols that are visual cues that inform the instructor of what is happening next. Below is the legend to these symbols:

Show an Overhead:  The “X” will be the slide number you are to show.


Handout:  The “X” will be the handout number you are to distribute.


Activity:  A brief activity that illustrates a point.

Flip Chart:  Write or display points on flip chart paper.

Question:  Ask a question to the participants.

Video:  Start or stop the video.

Important Point:  A key point or statement that the participants need to remember.

Site Specific Information:  Relate information from the site where the training is being presented to the topic at hand.

The lesson plan is divided into two columns. The column on the left, **INSTRUCTOR / PARTICIPANT ACTIVITY**, will contain the above mentioned icons and other explanations that will direct you or the participants to some action.

Content that you will actually say will be in bold under “**DISCUSSION POINTS.**” Further explanations and details will also be under this column.

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

Welcome everyone to the Enhanced Work Planning Fundamentals training. Introduce yourself (and the co-instructor if applicable). (TURN OFF THE OVERHEAD)

If the participants are unfamiliar with each other, have them introduce themselves.

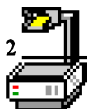


Explain the purpose of this training.

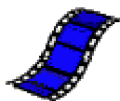
The purpose of this training is to **“teach the fundamentals of EWP to all DOE field office staff and DOE contractor personnel who participate in or are involved with the work planning process at their facility.”**



“By a show of hands, how many know what Enhanced Work Planning is”? You may get a few hands raised. **“By the end of this training, you’ll have a solid grasp of what EWP is and the key elements that are so important to implementing EWP”.**



“Let’s start by looking at the Definition of EWP. EWP is an innovative approach to work planning that demonstrates that safety and productivity go hand in hand. With that definition in mind, we will now start the video.”

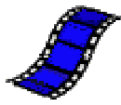


START

Begin the video.

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

The video will play for approximately 5 minutes before you will stop the tape. You will know to prepare to stop the tape when the Narrator begins to discuss the goal of EWP. After the narrator says, “In addition, we have also achieved significant gains in productivity through EWP processes.” a stop the video screen will appear.

**STOP**

Stop the video.



“Based on what you just saw and heard on the video, what would you say is the goal of EWP?”

Accept answers from the group.

Discuss answers for about 5 minutes. Acknowledge partial answers and lead the group towards this answer: The goal is to effect a lasting, fundamental upgrade in the Department’s way of conducting work by focusing on prevention of accidents and delays, through early identification and mitigation of hazards.

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

Transition into the five elements of EWP



“Here are the five key elements of EWP that were just presented on the video.”

¹



Distribute after
showing overhead

“Read over the key elements as I distribute them.”

Read each element and
pick out a key statement
or two out of each
description to share with
the class after
distributing the handout.

“Line Management Ownership

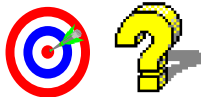
Graded Approach

Worker Involvement

Organizationally Diverse Teams

Institutionalized Communication”.

“These are the five elements of EWP.”



“How do the five key elements of EWP apply to how work planning is currently done at this site? In other words, do you think the worker is involved in the planning, control and execution of work? Does line management own the

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

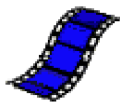
work control process?”

Accept answers from the group.

Discuss for about 5-7 minutes.

Make the following statement...

“We are now going to see on the video how different sites across the DOE complex have applied these five key elements to work planning. You will see successes such as a reduction in total labor hours for preventative maintenance and a dramatic improvement in the time required to complete work activities associated with packaging, managing and shipping waste.”

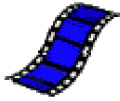


START

Start the video.

The video will show how EWP is implemented at different sites around the country. After about 5 minutes, prepare to stop the video tape.

You will know it is time to stop the video when the narrator begins to talk about Performance Indicators. After the narrator says, “Input is gathered from those who do the work to decide

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS****STOP**

what should be measured, so that they may better control, understand and improve the work they do. ” a stop the video screen will appear.

Stop the video.

Make the following statement...

“The narrator spoke of the importance of Performance Indicators. We’ll take a minute and discuss what they are and how they benefit EWP.”



“We have all seen charts and graphs such as this one that represent performance indicators. Many sites have them in hall ways every where you look.”



Reveal
Performance

Indicator definition.

“Here is a definition of performance indicators.”



Write answers on
the flipchart. Place
on wall when finished.

“So why do we need Performance Indicators...?”

**INSTRUCTOR / PARTICIPANT
ACTIVITY**

After taking several
answers, show overhead
#5 and compare the
overhead to the list

**DISCUSSION POINTS**

- “1. Management Assessment-Is EWP meeting its objectives and goals? Is there clear evidence of the application of the elements of EWP? Is it paying for itself? (Fernald experienced an 11 to 1 payback on resources expended on EWP)**
- 2. Defensible Measurement of Success and Accomplishment-"Nothing succeeds like Success" Meaningful PIs can prove that the EWP program is accomplishing its goals.**
- 3. Self-Assessment-How well are our "enhanced" processes meeting their goals? Are they truly safer, better, faster, and/or cheaper?**
- 4. Continuous Improvement-What are the weaknesses, trends, efficiencies, and opportunities for improvement?**
- 5. Show Integration into other Site/Complex goals and/or initiatives-EWP PIs should support other PIs used to measure the Site's performance such as an ISMS.”**



Distribute this handout
after review

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

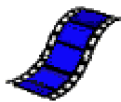
Make the
statement...

“Performance indicators can be very useful if developed and used correctly. Our purpose for this training is to grasp an understanding of what performance indicators are and how they are used. Those of you who will be attending the EWP Implementation course will get the opportunity to explore performance indicators more fully.”



Answer any further
questions, then continue.

“Are there any questions in regards to what performance indicators are and how they are used?”



START

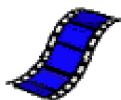
Start the video.

After about 12 more minutes, prepare to stop the video.

You will know it is time to stop the video when the narrator begins to discuss the cross-pollination document. After the narrator says, “There are tools for developing performance

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

indicators, identifying medical monitoring requirements, developing Integrated Scheduling systems, and much more.” a stop the video screen will appear.



STOP

Stop the video.



3



Distribute this handout

“On the video, the communications specialist discussed some of the resources available. Here is a list of EWP resources at our site and how to get a hold of the national EWP contact.”



“We talked earlier about how the elements of EWP are applied to how work is currently done here. Now you have seen how the elements have been implemented at different sites across the complex. How can the five elements of EWP can be applied to improve or enhance the way work is planned, executed and controlled here at our site. For example, how can this site improve the way organizationally diverse teams are handled? Can we improve the way workers are involved in the process? And in what ways?”

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

Divide the class into groups of 3 or 4, depending on the size of the class, and in these groups have them brainstorm ways to change the current process based on the five elements of EWP. This is optional. Depending on time and class size, you may just want to discuss as a whole class.

They will brainstorm for about 10 minutes.

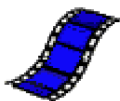


Write these changes on the flipchart.

After the time is up, bring the groups back together and ask for the changes that they came up with. Discuss these ideas as appropriate.



“Those of you that will be attending the EWP Implementation class will look at your work process and possible changes to that process in more detail. But for now, keep these ideas and give them to a member of the core team. These ideas will be very helpful to them as they take a closer look at this process.”



START

Start the video.

**INSTRUCTOR / PARTICIPANT
ACTIVITY****DISCUSSION POINTS**

Play the rest of the video. Turn off the video when completed.



“Does anyone have further comments or questions?”

Discuss comments and
questions.



“Thank you for coming today. Those of you that will be attending the EWP Implementation class will have the opportunity to explore the key elements and how to implement EWP in greater detail”